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Teachers' Literacy and Confidence Level in Using Online Platforms

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ABSTRACT

Incorporating Internet platforms into educational settings has become a common feature of modern teaching, providing educators with new opportunities and problems. The differing degrees of digital literacy and confidence among instructors in properly utilizing online platforms is a critical problem within this paradigm. Many teachers need more digital literacy, which includes abilities like accessing educational software, comprehending online communication tools, and effectively managing digital resources. This lack of expertise impedes the smooth integration of technology into the teaching and learning process. The main point of the study is to investigate teachers' literacy levels and confidence in using online platforms within the newly established schools in the Division of San Jose City during the School Year 2022-2023. The study involved 55 teachers, primarily young and female, with a significant proportion being single and holding the position of Teacher I. Despite limited exposure to ICT-related training, most teachers exhibited advanced I.C.T. literacy and high confidence in using technology. The research revealed relationships between teachers' confidence levels and the integration of various online platforms, including Google Classroom, Zoom/Google Meet, Kahoot, Canva, Mentimeter, and Edmodo.

Additionally, socio-demographic characteristics, such as teaching positions, monthly wages, and I.C.T. literacy, were correlated with confidence levels in online teaching platforms. This study on teachers' literacy and confidence levels in online platforms holds significant implications for the education sector. As technology increasingly becomes an integral part of the learning environment, understanding the proficiency and confidence of teachers in utilizing online platforms is paramount. The findings of this study can inform targeted interventions to enhance professional development programs for educators. Educational institutions can tailor training sessions and allocate resources more effectively by identifying areas of digital literacy deficiency and gauging confidence levels.

Keywords: Canva, Digital literacy, Edmodo, Educational Innovation, Google Meet, Google Classroom, Kahoot, Mentimeter, Technology Integration, Technology proficiency, Zoom

INTRODUCTION

Online platforms have become an essential component of modern life, and their incorporation into the classroom has piqued the curiosity of educators, researchers, and policymakers. Technology in education improved student engagement, motivation, and achievement. (Kebritchi et al., 2010; So, & Kim), 2009. This research examines teachers' literacy and confidence levels, specifically in utilizing online platforms for educational purposes. Integrating digital tools and online platforms has become increasingly essential in the rapidly evolving education landscape. The differing degrees of digital literacy and confidence among instructors in properly utilizing online platforms is a critical problem within this paradigm. Many instructors/teachers need more digital literacy, which includes abilities like accessing educational software, comprehending online communication tools, and effectively managing digital resources. This lack of expertise is a major impediment to the smooth integration of technology into the teaching and learning process. This study aims to investigate the extent to which teachers possess the necessary literacy skills to navigate and effectively employ various online educational tools. Additionally, it will explore the correlation between teachers' digital literacy and their confidence levels in utilizing these platforms for instructional purposes.

Through their study, Lawless and Pellegrino (2007) discovered that many educators need more I.C.T. literacy to employ technology productively within the classroom. Their research highlighted a notable requirement for teacher training and professional development initiatives to enhance teachers' I.C.T. literacy and foster confidence in utilizing technology. In a separate investigation conducted by Smith et al. (2019), the authors explored the effects of professional development programs focused on technology. The study revealed a substantial enhancement in teachers' confidence levels regarding technology usage following participation in technology-related professional development activities.

Based on the existing literature and research findings, the study's hypothesis posits a significant correlation between teachers' literacy in utilizing online platforms and their confidence levels in incorporating these platforms into their instructional practices. It is anticipated that teachers with higher levels of digital literacy will exhibit greater confidence in effectively integrating online platforms for educational purposes. The hypothesis further suggests that targeted teacher training and professional development programs that enhance online platform literacy will significantly increase teachers' confidence levels. Additionally, factors such as prior exposure to technology-related professional development and the frequency of technology use in educational settings may influence the strength of this correlation. By examining these relationships, the study aims to contribute valuable insights into the interplay between teachers' literacy, confidence, and the effective utilization of online platforms in the contemporary educational landscape.

A comprehensive research design will be implemented to achieve the aims of this study. Quantitative data will be collected through surveys distributed to a representative sample of teachers across diverse educational settings. The survey instrument will assess teachers' digital literacy skills, gauging their proficiency in navigating and utilizing online educational tools. Additionally, the survey will include questions that measure teachers' self-reported confidence levels in incorporating these platforms into their instructional practices.

The primary contribution of this research lies in its examination of the nuanced relationship between teachers' literacy in using online platforms and their confidence levels in integrating these tools into instructional practices. By investigating the extent of teachers' digital literacy skills and exploring the correlation with their confidence levels, this study aims to provide valuable insights into the factors influencing effective technology integration in education. The findings are expected to contribute to the existing body of knowledge by offering a comprehensive understanding of teachers' challenges and opportunities in utilizing online platforms.

METHODS AND PROCEDURE

The differing degrees of digital literacy and confidence among instructors in properly utilizing online platforms is a critical problem within this paradigm. Many teachers need more digital literacy, which includes abilities like accessing educational software, comprehending online communication tools, and effectively managing digital resources. This lack of expertise impedes the smooth integration of technology into the teaching and learning process.

This research utilized a quantitative approach to evaluate teachers' literacy and confidence in using online platforms in recently established schools within the Division of San Jose City. The study employed a descriptive correlational research design, employing a questionnaire as the survey tool. This methodology was chosen to elucidate the variables and inherent connections between teachers' literacy and confidence levels in online platforms, aiming to identify pertinent factors. Pearson correlation analysis was applied to investigate the relationships among socio-demographic factors, teachers' literacy, and the utilization of online platforms.

The collected data were analyzed, tabulated, and interpreted using descriptive and Inferential Statistics-Correlational Analysis. Descriptive statistics, such as means, standard deviations, frequencies, and percentages, were used to summarize and describe the demographic characteristics of the participants, as well as the teachers' literacy using online platforms and level of confidence in technology use. These statistics were also used to summarize the respondents' responses to the survey questions.

The Pearson correlation coefficient was used to investigate the relationships between the independent variables, teachers' literacy and confidence, and the dependent variable, teachers' socio-demographic characteristics.

The study used a researcher-developed questionnaire that the thesis committee approved to gather data. Part 1 of the questionnaire tackled the respondents' socio-demographic characteristics, including sex, age, civil status, highest educational attainment, teaching position, years of actual teaching experience, monthly salary, and the number of I.C.T. training attended. Part II of the questionnaire dealt with the level of teachers' literacy of the respondents in terms of using online platforms such as Google Classroom, Zoom/Google Meet, Kahoot, Canva, Mentimeter, and Edmodo. Part III of the questionnaire focused on the Teacher's confidence using online platforms, aiming to assess how the respondent-teachers perceive their confidence level in integrating technology in the classroom setting. The respondents were assured that the data gathered would be treated with the utmost confidentiality and would only be used for this study.

After the approval of the instrument, it was pre-tested among ten senior/junior high school teachers who were not included in the study. A permission letter to conduct the pre-testing of the instrument was sent to the Assistant School Principal of Kita-Kita High School. The pre-testing of the questionnaire was conducted to test its validity and reliability using Cronbach's Alpha. The Cronbach's alpha values obtained for the teachers' literacy and confidence level using online platforms were 0.970 and 0.952, respectively. These high values indicate high internal consistency and reliability for both constructs. Additionally, an overall

Cronbach's alpha value of 0.949 or 94.90 percent was obtained, further indicating that the instrument was reliable. Therefore, it can be confidently used during the study.

A total population sampling design was used in the study, where the entire population (a total of 55 respondents) that had a particular set of characteristics was chosen to be examined. This sampling approach was utilized because the population was small, and it was possible to include every person in the study.

In terms of procedure/techniques, letters of request were sent to the office of the Schools Division Superintendent of the Division of San Jose City to ask permission for the researcher to conduct the study in their respective schools. After receiving permission, the researcher distributed the request letters to the principals/school heads along with the attachment of the approval from the school's division superintendent. Upon approval, the researcher gathered the data by distributing the survey questionnaires to the respondents. The respondents were asked to complete the questionnaires regarding the teachers' literacy and level of confidence using online platforms. All questionnaires were retrieved after the respondents finished answering them. The data gathered were stored by the researcher through compilation and placed in an envelope. Maximum safety and health protocols were observed throughout the process.

The welfare of participants was considered in all the stages of this research. Participants received and acknowledged a duly signed document explaining the study's scope. The document also indicated the participant's ability to cease involvement without recourse. The researcher abided by the strict code of confidentiality and maintained the data solely for the stated purpose of the research. Moreover, consent from the study participants was sought to ensure their willingness to participate.

RESULTS AND DISCUSSION

Socio-Demographic Characteristics of the Respondents

Most respondents were female (69.10%), and the rest were male (30.90%). It implies that female teachers had a clear advantage in the classroom. This finding supported the study of Espino (2008), stating that the dominance of female teachers in teaching is very observable. Single individuals comprised 63.60 percent of the respondents, while 36.40 percent were married. The result implies that during this study, teachers' literacy and confidence levels in online platforms in newly established schools in the San Jose City division were mainly single. Regarding educational background, 54.50 percent had completed master's degree units, 30.90 percent held bachelor's degrees, 10.90 percent had master's degrees, and 3.60 percent had completed doctoral degree units. The result implies that most teachers in the newly established school in the Division of San Jose City had master's degree units only.

It would be attributed to the fact that once promoted from Teacher I to Teacher III position, they would no longer pursue to finish their master's degree. According to Call (2018), teachers with greater levels of education may be more effective in the classroom, and according to this study, teachers with master's degree units had a beneficial influence on student performance.

The majority of respondents (63.60%) held the Teacher I position, followed by Teacher II (16.40%), L.S.B. (10.90%), and Teacher III (9.10%). The result implies that teachers must develop professionally while on the job to advance rather than completing an academic requirement or 36 units in a master's degree. It would allow Teacher I positions to be promoted or re-classified to Teacher III. Regarding teaching experience, the majority (60.00%) of respondents had 1-3 years of experience, 34.50 percent had 4-6 years, 3.60 had 10-12 years, and 1.80 percent had 7-9 years. The findings imply that most of the teachers in the newly established school in the Division of San Jose City have less than a decade of experience in the DepEd, but they were ready to face the challenges in the profession. According to Banez and Yedra (2019), respondents who were new to the profession were more adept in I.C.T. than those who had been in the service for longer.

Most participants (85.50%) had a monthly salary that ranged from Php 24,000 to 30,999. Some (10.90%) earned Php 17,000 to 23,999, while few (3.60%) earned Php 10,000 to 16,999. According to Krubu and Osawaru (2011), teachers with the highest pay ranges or incomes were likelier to own expensive technology and be subscribers to any online platform. They were at the forefront of technology use. New technologies were typically expensive, and only individuals with considerable savings could afford them. Regarding I.C.T. training, the majority (56.40%) of respondents attended 0-2 training sessions, 23.60 percent attended 3-5 sessions, 10.90 percent attended 9-11 sessions, and 9.10 percent attended 6-8 sessions, which implies that most had minimal training treated. Briones (2018) proposed that seminars, training, and workshops related to I.C.T. should be provided to assist teachers in enhancing their I.C.T. proficiency level.

Teachers' Literacy Using Online Platforms

Based on the overall mean score of 2.73, the teachers' proficiency in using online platforms in the newly established schools in the Division of San Jose City can be described as "advanced." It implies that,

on average, the teachers have a good level of competence and confidence in utilizing these platforms for various tasks. One of these Online Platforms is the Zoom/Google Meet application; results got the pooled mean of 3.56, described as “superior.” It implies that the teachers were well-equipped to effectively engage in online meetings and utilize the features of Zoom/Google Meet. Similarly, in the study done by Ironsi (2021), it was found that Google Meet was a valuable tool for organizing online meetings and distance learning, and according to the survey, both students and professors who used Google Meet/Zoom for synchronous online meetings gave the technology excellent marks for usability and dependability.

Level of Confidence Using Online Platforms

Based on the overall mean score of 3.18, the teachers' confidence level in utilizing online platforms, as assessed in the study, can be described as "confident." It indicates that, on average, the teachers in the newly established schools in the Division of San Jose City have a strong confidence in using online platforms for various tasks. Technology integration is one of the degrees of confidence in technology utilization, which got a pooled mean of 3.29 and was described as "very confident." It suggests that respondents have high confidence in using technology in their teaching practices. It implies that the respondents had gotten adequate training and assistance in using technology and had practical experiences incorporating technology into their teaching. The findings revealed a link between teachers' degree of confidence in technology integration and their I.C.T. literacy, and according to the study by Ghavifekr, S. & Rosdy, W.A.W. (2015), providing instructors with good and continuing training can boost their confidence in integrating technology and enhance their teaching techniques.

Table 1. Relationship between Socio-Demographic Characteristics and Teachers’ Literacy Using Online Platforms

	TEACHERS' LITERACY USING ONLINE PLATFORMS					
SDC	**Google Classroom**	**Zoom/Google Meet**	**Kahoot**	**Canva**	**Mentimeter**	**Edmodo**
Sex	-0.103	-0.346**	0.007	-0.225	0.068	-0.022
Age	-0.189	-0.082	-0.102	-0.129	0.040	0.035
Civil Status	-0.151	-0.198	0.090	-0.088	0.069	-0.059
Highest Educational Attainment	0.330*	0.019	0.343*	0.099	0.366**	0.352**
Teaching Position	0.194	0.269*	0.363**	0.283*	0.423**	0.186
Number of Years in Teaching	0.152	0.070	0.258*	-0.022	0.182	0.057
Number of I.C.T. Training	0.223	0.229	0.435**	0.357**	-0.513**	0.324*

**Significant at 0.01 level (2 – tailed)
* Significant at 0.05 level (2 – tailed)

Results showed that sex (r = - 0.346) was negatively correlated with teachers’ literacy using Zoom/Google Meet platforms. It implies that female respondents utilized Zoom/Google Meet more often in class. Liong et al. (2023) investigated the I.C.T. literacy of teachers using modern apps like Zoom regarding sex. They examined the influence of gender on teacher efficacy in using I.C.T., and they found that male teachers had lower self-efficacy in using I.C.T. than their female counterparts. The study also found that male teachers needed more experience using I.C.T. and more confidence in using I.C.T. in the classroom.

Other findings indicate a significant relationship between respondents' highest educational attainment and their I.C.T. literacy using various current apps. The correlation for Mentimeter is (r = 0.366), followed by Edmodo (r = 0.352), followed by (r = 0.343), and last was Google Classroom (r = 0.330). It implies that teachers with greater education degrees had better levels of I.C.T. literacy when using these specific current apps. This conclusion was consistent with prior studies suggesting that the highest levels of education are related to higher levels of I.C.T. literacy and technology integration in education, according to Chen & Kao (2018) and Ertman et al. (2012). The results indicate a significant correlation between teaching positions and specific digital tools. Specifically, there was a positive correlation between teaching

position and the use of Mentimeter (r = 0.423), Kahoot (r = 0.363), Canva (r = 0.283), and Zoom/Google Meet (r = 0.269). Higher-ranking teachers may be more inclined to use specific digital tools in their teaching, which could have implications for teacher training and professional development in technology integration. According to Raheem (2019), teachers with higher teaching positions were more inclined to integrate technology into their teaching methods. It supports the view that the current study's better correlation between teaching position and using Google Classroom, Kahoot, Mentimeter, and Edmodo may imply that teachers with higher education are more confident and skilled in using these technologies.

A significant correlation existed between the number of years in teaching and I.C.T. literacy using modern apps in terms of Kahoot (r = 0.258). More experienced teachers may have more opportunities to learn and use I.C.T. in their teaching practices, leading to a higher level of I.C.T. literacy with specific apps like Kahoot.

It can benefit their students' learning outcomes as they can incorporate innovative and engaging teaching methods using technology. According to Aldhafri and Vongkulluksn's (2018) study, they hypothesized that teachers with more teaching experience would exhibit more I.C.T. literacy in Kahoot than their less experienced counterparts.

The number of I.C.T. training hours showed a positive correlation with Mentimeter (r = 0.513), Kahoot (r = 0.393), as well as Canva (r = 0.357), and Edmodo (r = 0.324). This finding implies that the number of I.C.T. training sessions attended by teachers was related to their I.C.T. literacy while using current applications like Kahoot, Canva, Mentimeter, and Edmodo. In other words, the more I.C.T. training sessions a teacher attends, the more likely they will be skilled in using these tools for teaching. According to Ottenbreit et al. (2010), teachers who prioritized technology integration used technology more frequently in their classes and were more proficient and confident. Additionally, teachers with more advanced I.C.T. training might be exposed to a broader range of digital tools and techniques, increasing their I.C.T. literacy in particular apps like Kahoot, Canva, Mentimeter, and Edmodo.

Table 2. Relationship between Teachers' Literacy and level of Confidence using Online Platforms

ONLINE PLATFORMS	LEVEL OF CONFIDENCE			
	Technology Integration	Technology Use	Digital Citizenship	Data Analysis
Google Classroom	0.607**	0.392**	0.257*	0.325*
Zoom/Google Meet	0.419**	0.281*	0.393**	0.277*
Kahoot	0.538**	0.231	0.311*	0.401**
Canva	0.430**	0.487**	0.202	0.338*
Mentimeter	0.573**	0.417**	0.418**	0.426**
Edmodo	0.378**	0.344*	0.337*	0.369**

**Significant at 0.01 level (2 – tailed)

* Significant at 0.05 level (2 – tailed)

Results showed that Google Classroom (r = 0.607) was positively correlated with the level of confidence in technology use in terms of technology integration, highly significant to technology use (r = 0.392), effective in data analysis (r = 0.325)), important also in digital citizenship (r = 0.257). It implies that teachers who are more comfortable with technology are more likely to use Google Classroom in their classrooms. Furthermore, the significant correlation with technology use suggests that teachers who use technology regularly are more likely to use Google Classroom. Additionally, the significant correlations between data analysis and digital citizenship suggest that Google Classroom is a potential tool for teaching data analysis and digital citizenship in the classroom. According to Muralidharan et al. (2020), the study intended to investigate teacher applicants' experiences using Zoom and Google Meet for synchronous online learning during the COVID-19 pandemic. The findings revealed that most teacher applicants had moderate to high confidence in using Zoom and Google Meet.

Results show that Data Analysis (r = 0.401) was highly significantly correlated with the level of confidence in technology use in terms of technology integration, followed by Kahoot (r = 0.538) and digital citizenship (r = 0.311). It implies that as teachers are more comfortable using technology in their classrooms, they are more inclined to try out new tools like Kahoot, an interactive educational platform that allows teachers to design quizzes, polls, and games for them.

Results showed that Canva (r = 0.487) was positively correlated with the level of confidence in technology use in terms of technology use, highly significant to technology integration (r = 0.430), and significant in data analysis (r = 0.338). It implies that teachers who are more comfortable using Canva as a teaching tool are more likely to use technology in their teaching strategies. Additionally, it is possible that

teachers who use Canva as a teaching tool were more likely to incorporate data analysis in their teaching strategies, given the significant connection between Canva and data analysis.

Results show that Mentimeter (r = 0.573) was positively correlated with the level of confidence in technology use in terms of technology integration, highly significant to data analysis (r = 0.426), digital citizenship (r = 0.418), and technology use (r = 0.417). It implies that the more teachers use Mentimeter, the more confident they become in integrating technology into their teaching and the more competent they are in digital citizenship and data analysis.

A study conducted by Wyant and Baek (2019) explored the influence of using Mentimeter on student engagement and learning outcomes in higher education and discovered that using Mentimeter increased student engagement and learning results significantly, indicating that it can be a valuable tool for improving teaching and learning.

Results showed that Edmodo (r = 0.378) was positively correlated with the level of confidence in technology use in terms of technology integration, highly significant in data analysis (r = 0.369), critical to technology use (r = 0.344) and digital citizenship (r = 0.337) and integrating. Based on the study of Siahaan (2020), Edmodo is a helpful platform for promoting communication and cooperation among students and teachers and organizing and sharing educational resources.

Table 3. Relationship between Socio-Demographic Characteristics and Level of Confidence Using Online Platforms

	LEVEL OF CONFIDENCE USING ONLINE PLATFORMS			
SDC	**Technology Integration**	**Technology Use**	**Digital Citizenship**	**Data Analysis**
Sex	-0.019	0.060	0.015	0.019
Age	0.074	0.117	0.088	0.057
Civil Status	0.058	0.150	0.039	0.157
Highest Educational Attainment	0.218	0.035	0.142	-0.017
Teaching Position	0.377**	0.261	0.209	0.243*
Monthly Salary	0.251*	0.105	0.291*	0.130
Number of I.C.T. Training	0.220	0.042	0.295*	0.220

**Significant at 0.01 level (2 – tailed)
* Significant at 0.05 level (2 – tailed)

Results show that Teaching Position (r = 0.377) was positively correlated to the confidence level in technology use in terms of technology integration and significant in Data Analysis (r = 0.243). Based on the findings, it can be determined that teaching position is positively correlated with confidence in technology use regarding technology integration, implying that teachers in higher-level positions may be more confident in incorporating technology into their teaching practices. Furthermore, the significant relationship between teaching position and data analysis suggests that teachers in higher positions may have more experience and skills in using data analysis tools and techniques in their classroom instruction. In support of this finding, according to studies by Mishra and Koehler (2006), teacher competence and experience can have a beneficial influence on how thriving technology is incorporated into teaching methods.

Results show that monthly salary (r = 0.291) was positively correlated with the level of confidence in technology use in terms of digital citizenship and (r = 0.251) significant in technology integration. It implies that a higher monthly salary is associated with higher confidence in technology use, specifically in technology integration and digital citizenship. According to Higgins and Xiao (2013), there was a beneficial relationship between financial incentives and technology adoption. There was a positive correlation between salary and degree of confidence in using technology.

People who earn more money may have better access to technology resources and training opportunities, which can increase their confidence and competence in technology (Czaja & Lee, 2007).

Results showed that the number of I.C.T. Training (r = 0.295) was positively correlated to the level of confidence in technology use in terms of Digital Citizenship. It implies that having more training in I.C.T. (Information and Communication Technology) is associated with a higher level of confidence in using technology in terms of digital citizenship, like promoting and monitoring the ethical use of these platforms or digital information. It can enhance the performance of students. A key element of digital citizenship is that training programs can assist teachers in understanding the ethical and legal concerns associated with technology use (Ribble et al., 2004).

CONCLUSIONS

The following conclusions were made from the study results: Most respondents were young and female, with a high percentage of single teachers. Most teachers have completed or taken post-graduate studies and are in the lower positions of the teaching hierarchy with less than three years of experience. Most respondents have a monthly salary of 24,000-30,999 pesos and have attended 0-2 I.C.T. Training: Teachers at the newly established school in S.D.O. San Jose City have advanced I.C.T. literacy using current apps/platforms; most of the respondents had high confidence in using technology, with an overall mean of 3.18, The demographic characteristics of the respondents, such as sex, level of education, teaching position, salary, and years of teaching experience, as well as participating in I.C.T. training sessions, had an essential impact on the degree of I.C.T. literacy among teachers who used current apps/platforms like Google Classroom, Zoom/Google Meet, Kahoot, Canva, Mentimeter, and Edmodo, A positive correlation between teacher confidence in using technology and the integration of various online platforms, including Google Classroom, Zoom/Google Meet, Kahoot, Canva, Mentimeter, and Edmodo, A positive relationship between socio-demographic characteristics and confidence level using online platforms on their teaching positions, monthly wages, and level of I.C.T. Training.

RECOMMENDATIONS

From the findings and the conclusion of the study, the following recommendations were made: Consider adjusting the salary scales of teachers to ensure that they are compensated fairly for their work and to attract more qualified individuals to the teaching profession, The Division Office must initiate seminars, webinars, and training related to preparing and utilizing instructional technologies for teachers to maximize their full potential by using various online platforms, Younger teachers with a strong background in the preparation and use of instructional technology should be encouraged or tapped to organize programs, activities, and innovations in schools (School Learning Action Cell) so that they can enhance their level of confidence and use these to progress in their ranks or for advancement in the future, Educational institutions can develop targeted strategies for professional development programs and support systems, especially for new teachers, to enhance teacher skills and confidence in utilizing those various applications/platforms, Encourage using modern apps/platforms and other Information Communication and Technology tools in teaching and learning activities to enhance confidence using various Applications/Platforms to provide support and resources for teachers to integrate them into their teaching practices effectively, Future researchers who want to continue this study can incorporate an in-depth analysis of socio-demographic factors that may influence teachers' confidence levels in technology use.

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